

MOORE INTERMEDIATE

1101 Cheraw Drive
Florence, SC 29501

GRADES 5-6 Elementary School

ENROLLMENT 775 Students

PRINCIPAL Barbara Hood 843-664-8171

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	50	4	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

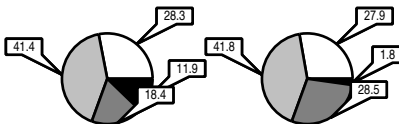
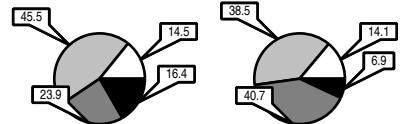
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	784	99.7	27.7	42.0	28.5	1.8	40.3	Yes	Yes
Gender									
Male	400	100.0	34.6	42.5	22.1	0.8	32.4		
Female	384	99.5	20.4	41.4	35.3	2.9	48.6		
Racial/Ethnic Group									
White	398	99.8	14.8	42.3	40.4	2.4	55.8	Yes	Yes
African-American	355	99.7	43.4	42.4	13.6	0.6	21.2	Yes	Yes
Asian/Pacific Islanders	21	100.0	26.3	10.5	52.6	10.5	68.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	639	100.0	22.1	43.3	32.4	2.2	46.5		
Disabled	145	98.6	54.0	35.7	10.3	0.0	11.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	784	99.7	27.7	42.0	28.5	1.8	40.3		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	781	99.7	27.5	42.0	28.7	1.8	40.4		
Socio-Economic Status									
Subsidized meals	372	99.5	40.7	44.0	15.0	0.3	22.6	Yes	Yes
Full-pay meals	411	100.0	16.8	40.2	39.9	3.1	55.2		

Mathematics - State Performance Objective = 15.5%									
All Students	784	99.9	28.2	41.5	18.4	11.9	43.2	Yes	Yes
Gender									
Male	400	99.8	33.6	39.3	16.9	10.1	38.5		
Female	384	100.0	22.6	43.7	20.0	13.7	48.0		
Racial/Ethnic Group									
White	398	100.0	13.4	41.1	28.5	16.9	62.1	Yes	Yes
African-American	355	99.7	47.5	42.7	7.3	2.5	17.7	Yes	Yes
Asian/Pacific Islander	21	100.0	5.3	15.8	10.5	68.4	89.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	639	100.0	20.2	43.8	21.7	14.3	50.4		
Disabled	145	99.3	65.4	30.7	3.1	0.8	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	784	99.9	28.2	41.5	18.4	11.9	43.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	781	99.9	28.2	41.7	18.4	11.8	43.1		
Socio-Economic Status									
Subsidized meals	372	100.0	46.2	41.0	9.7	3.0	20.7	Yes	Yes
Full-pay meals	411	99.8	12.9	41.9	25.8	19.4	62.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	408	98.5	36.4	49.4	13.6	0.6	14.1
	Grade 6	402	99.8	34.8	35.6	25.2	4.4	29.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	378	100.0	24.6	47.6	26.2	1.6	27.8
	Grade 6	406	99.5	30.7	40.7	26.8	1.8	28.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	408	99.8	29.3	50.0	15.6	5.0	20.7
	Grade 6	402	100.0	30.9	37.7	21.6	9.8	31.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	378	99.7	30.6	40.9	14.9	13.6	28.5
	Grade 6	406	100.0	26.4	43.3	20.4	9.9	30.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 775)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	2.4%	Up from 1.3%	2.4%	2.7%
Attendance rate	95.0%	Up from 94.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.6%		2.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.6%		2.9%	3.5%
Eligible for gifted and talented	12.9%	Up from 11.9%	21.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.5%	Down from 18.1%	7.7%	8.2%
Older than usual for grade	2.6%	Down from 2.8%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	34.0%	Down from 36.4%	55.0%	51.4%
Continuing contract teachers	74.5%	Down from 77.3%	90.2%	87.5%
Highly qualified teachers**	93.1%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	8.1%		0.0%	0.0%
Teachers returning from previous year	71.0%	Up from 67.7%	88.6%	86.7%
Teacher attendance rate	96.1%	Up from 96.0%	95.2%	94.9%
Average teacher salary	\$37,411	Down 0.5%	\$42,119	\$40,760
Prof. development days/teacher	9.3 days	Up from 9.1 days	11.1 days	12.4 days

School				
Principal's years at school	5.5	Up from 4.5	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 25.0 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 90.0%	90.6%	90.0%
Dollars spent per pupil*	\$4,477	Down 19.6%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	62.6%	Down from 70.0%	66.2%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.0%	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Moore Intermediate School has enjoyed a year of achievement and success during 2003-2004. We continue our pursuit of excellence in Language Arts, Mathematics, Science, and Social Studies. A continuous analysis of our program assists us in making changes that will benefit our children. Moore Intermediate School is accredited by the Southern Association of Colleges and Schools (SACS) and nationally accredited by the Commission on International and Trans-Regional Accreditation (CITA).

We have enjoyed the following accomplishments this year: district winner for the Lt. Governor's Essay Writing Contest for the sixth time in the last eight years; national and local recognition for participation in quarterly service projects for the Earth Foundation, Manna House, and Christmas for Kids; a strong Performing Arts program that includes a large auditioned Chorus and Drama Club; a character program that includes Character Report Cards, S.A.V.E. Club, Be Cool Program, character awards, Character Month of March, Positive Referrals, Manners of the Week, and Character Words of the Week; implementation of a Tae Kwon Do Club for students to promote good character and good grades; continuation of our morning PACT Club to provide extra academic assistance twice a week; inauguration of our end-of-the-year Moore Expo to highlight our school and its accomplishments for incoming fifth graders; extensive use of PACT benchmark testing throughout the year; and creation of school-wide standards checklists in Science and Social Studies in addition to the use of district standards checklists for ELA and Mathematics.

We continue to explore opportunities to improve our Palmetto Achievement Challenge Test (PACT) scores. Continued use of the school-wide instructional focus establishes an across-the-curriculum focus. "Team Time" is used six weeks prior to the test to give further attention to PACT skills. Common planning times and subject area meetings allow teachers to share strategies weekly.

Moore benefits greatly from our supportive parents. Our APT has sponsored ice-skating nights, Teacher Appreciation activities, and Family Fun Night with bingo and a book fair that have been extremely successful. They are instrumental in providing extra materials, books, equipment, and countless volunteer hours. Our School Improvement Council is an important part of our team working to improve our programs, helping us to monitor our goals, and updating our safety plan.

The Moore Team of students, parents, faculty, and staff continue to work toward our mission of providing a quality education through team teaching, cooperative learning, character education, and innovative teaching methods.

T.E.A.M. - Together Everyone Achieves Moore!

Barbara Hood
Principal
SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	332	240
Percent satisfied with learning environment	97.4%	79.1%	75.3%
Percent satisfied with social and physical environment	94.9%	77.6%	74.7%
Percent satisfied with home-school relations	89.7%	84.1%	63.9%

*Only students at the highest elementary school grade level at this school and their parents were included.